

# Hillside High School



<b>School:</b>	Hillside High School
<b>School Link:</b>	Alanna Jones
<b>Date of Governing Body Review:</b>	20 <sup>th</sup> May 2021
<b>Next Review Due:</b>	April 2023
<b>Signed:</b>	
<b>Chair:</b>	Mr Mike Cunliffe
<b>Principal:</b>	Amanda Ryan

## **INTRODUCTION**

At Hillside High School we recognise that for pupils to benefit from their time with us we must ensure that they have the best possible teaching and pastoral care and that they try to meet the expectations placed on them in work, conduct and attitude. We believe that the school should actively promote all pupils' spiritual, moral, social and cultural development by providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers, other adults and the local community. The aim of this Policy is to link and strengthen our whole school approach in order that the values inherent in our 'Excellence in the Heart of the Community' ethos becomes a reality for the pupils.

Discrete delivery of RSE, health education and Personal Development (including statutory citizenship and careers requirements – see appendix 1) together with a dedicated assembly programme and an SMSC enrichment programme offers an inspiring and holistic experience to enable our young people to be responsible, reflective and active citizens with a strong awareness of British Values. It is our vision to provide excellent RSE, PSHE and SMSC education to provide pupils with the knowledge, understanding and skills needed to prepare them to play an active role in Modern Britain.

Please see separate RSE policy for further information about delivery of statutory RSE and health education.

## **STATUTORY REQUIREMENTS**

This policy was developed in response to National guidance – OFSTED Promoting and evaluating pupils' spiritual, moral, social and cultural development 2004, the Education Reform Act 1988, the Education (Schools) Act 1992 and the School Inspections Act 1996.

## **FUNDAMENTAL BRITISH VALUES**

It is our vision to provide excellent Personal Development education to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths.

## **PERSONAL DEVELOPMENT AT HILLSIDE HIGH SCHOOL**

At Hillside High School, the term Personal Development is used to describe the teaching of the following:

- RSE (Relationships and Sex Education).
- Citizenship (see Appendix 1).
- PSHE - Personal, Social and Health Education.
- BV - British Values.
- CIEAG - Careers Education, Information, Advice and Guidance (See CEIAG Policy).
- SMSC – Spiritual, Moral, Social and Cultural education.

## **ROLE OF SENIOR LEAD:**

- Lead on the policy development.
- Attend training courses and to make links with relevant organisations.
- Monitor the teaching and learning resources for the Personal Development programme.

## **PERSONAL DEVELOPMENT STRATEGY**

- A member of the school's Leadership Team has responsibility for whole Personal Development and also the school's Personal Development programme. Working closely with the Pastoral Team and Religious Studies department, the Personal Development lead will provide guidance and support to ensure that the actions within the policy take place.
- To provide a detailed and detailed assembly and Personal Development programme enabling all aspects to be delivered at different and appropriate times.
- To provide opportunities within enrichment activities such as after school clubs, extra-curricular events, guest speakers and other events to develop awareness of Personal Development.
- Through the Subject Review process, Subject Leaders will reflect on their curriculum to audit its coverage of SMSC and identify further areas for development. All subjects should provide opportunities for the delivery of Citizenship and Personal Development themes.
- To promote the use of pupil voice and school council across the school.
- All members of staff should be aware of the importance of Personal Development and their role in developing pupil understanding.

## **DELIVERY OF PERSONAL DEVELOPMENT**

### **Discrete Provision**

The statutory content for RSE, health education and Citizenship education is delivered through the school's Personal Development programme. (Please see Personal Development Overview for specific coverage)

Alongside discrete provision, Personal Development is also delivered through:

- Wider curriculum (e.g. History / RS / Computer Science / Science).
- Guest Speakers.
- Weekly assemblies.
- Special assemblies and events.
- Newsletter.

### **Curriculum Provision**

All subjects should provide opportunities for the delivery of RSE and health education, Citizenship, careers and SMSC where appropriate.

As part of the Subject Review process, Subject Leaders reflect on the SMSC / Citizenship aspect of their curriculum to identify areas for development.

## **APPENDIX 1**

### **Citizenship**

Citizenship teaching provides 'knowledge, skills and understanding' to 'play a full and active part in society' (National Curriculum 2014).

The citizenship curriculum aims to ensure that all pupils:

- Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.
- Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced.
- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity that they will take with them into adulthood.
- Are equipped with the skills to think critically and debate political questions.
- To enable them to manage their money on a day-to-day basis, and plan for future financial needs.

### **Statutory Citizenship requirements:**

#### **Key Stage 3**

Pupils should be taught about:

- The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.
- The operation of Parliament, including voting and elections, and the role of political parties.
- The precious liberties enjoyed by the citizens of the United Kingdom.
- The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.
- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.
- The functions and uses of money, the importance and practice of budgeting, and managing risk.

#### **Key Stage 4**

- Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.
- The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.

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- Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.
- Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.
- Human rights and international law.
- The legal system in the UK, different sources of law and how the law helps society deal with complex problems.
- Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.
- Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.